

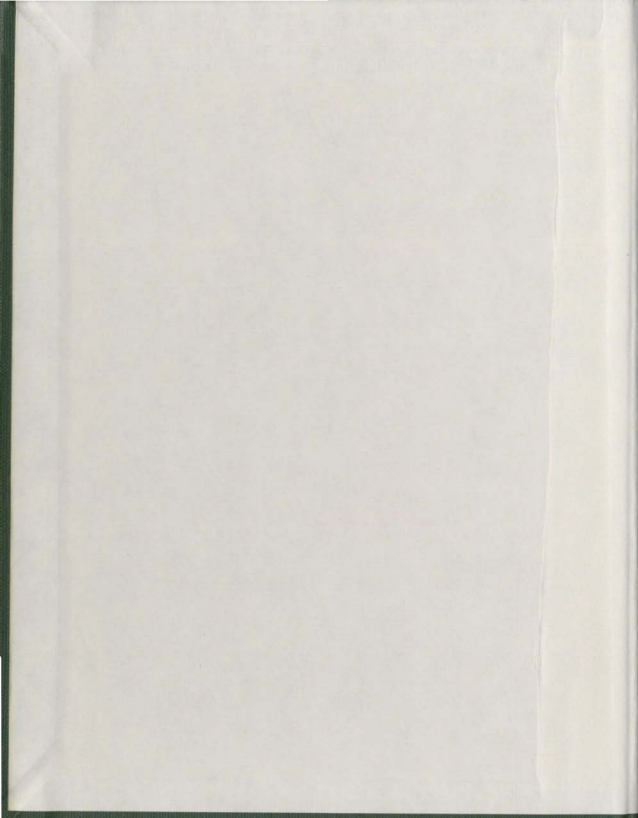
THE DEVELOPMENT OF A
SUGGESTED CORE MEDIA
SKILLS PROGRAM FOR GRADES
NINE TO ELEVEN

CENTRE FOR NEWFOUNDLAND STUDIES

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THE DEVELOPMENT OF
A SUGGESTED CORE MEDIA SKILLS PROGRAM
FOR GRADES NINE TO ELEVEN

by



Gordon F. Neary, B.Sc., B.Ed.

A Report submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Department of Curriculum & Instruction
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May, 1977

St. John's

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Abstract

This internship project reports on the need for a program of media skills at the high school level. With the need established the project proceeds to give a general course outline to guide resource teachers in teaching media skills to high school students.

The aim of the course is to provide grade nine, ten and eleven students with the skills necessary to interpret and use the various media forms effectively and efficiently.

A section of the project provides an overview of this course and includes an introduction, a review of related literature, the need for the course and related references.

The course appears as an appendix, and consists of a table of contents, a definition of terms, an introduction for the teacher, a unit and grade level chart, goals of the course, unit summaries and an outline of topics under each unit. Most topics are listed with references and all topics have objectives and sample activities. A major list of references is presented at the end of the course. The format for the course was chosen for flexibility and clarity and, as implied above, is designed to serve more as a guide than a detailed course outline. The scope of this guide is limited and a number of recommendations and conclusions are set down.

Acknowledgements

The author of this internship project wishes to express sincere thanks to his advisor, Dr. George Koski and the other members of the advisory committee. Appreciation is also extended to the typists and proof readers for their excellent work.

Special thanks is reserved for my wife, Moire, who's quiet understanding and constant encouragement made this project possible.

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I

Introduction

The aim of this internship project is to develop a media skills course to supplement and improve any library skills that may have been mastered by grade eight students in Newfoundland.

The proposed course does not exist, although certain aspects of the content already exist in the Language Arts Curriculum at the secondary school level. As an instructional unit of the media centre, the proposed media skills course has been developed in order that the media centre may be utilized to its maximum potential. Since no course exists to give the students the necessary skills in the use of the various media, the proposed course has been designed to fill that need.

This document consists of two parts. The first part is the report. The second part is the course and related material, in the form of an appendix.

The course consists of a table of contents, a definition of terms, an introduction for the teacher, a unit and grade level chart, goals of the course, unit summaries and an outline of topics under each unit. Most topics are listed with references and all topics have objectives and sample activities. A listing of the references, outlined with the topics, follows the course.

II

Review of the LiteratureThe Literature

The intern experienced difficulty in locating information on media study and media skills courses already existing. From a survey of journals such as Media and Methods, Educational Media International, The English Journal and Audiovisual Instruction, it was found that the media courses described usually specialized in film study, photography, equipment use or specific production skills. In many instances these media courses were offered as English course electives or were units in the English curriculum.

An ERIC report by Hillocks (1972) briefly described a number of media courses. This report stated that the major emphasis in seventy-five percent of thirty-nine mass media courses chosen for study, involved an analysis and evaluation of various media. The same report stated that all courses covered a variety of topics including literature, film, music, art, radio, television, photography, magazine advertising and highway billboards. Some courses also stressed the study of advertising, propaganda, and the psychological effects of media on society. Other courses stressed the media techniques involved in news reporting and other media areas.

A course at Hickman (Columbia, Missouri) High School stressed the use of media as a means of improving communication skills. Another course at Bridgewater-Rariton (New Jersey) High School involved the production side of media. Other courses specialized in film making and film appreciation. None of the courses listed was designed to give the student a basic understanding of the variety of media and it was found that very

little emphasis was placed on the use of media as a learning tool. These courses appeared to stress one aspect of media and ignored its value as an informational source to aid students in their co-curricular and extra curricular work.

The importance of media as an informational source has been supported by a number of educators. Gordon (1966) presented the following views:

Whether by foggy-minded thumbing at a breakfast table or cold concentration at a desk, the majority of Canadians receive most of their information about goings-on in the world from the mass media. Each day, in fact, newspapers, radio and television serve a composite stew of information encompassing crises and crusades, facts and figures, fads and fancies. From these media, and from such additional delving into books, magazines and supplementary sources as we can manage, there comes the raw material for much of our thought and opinion.

Used intelligently, such information can be invaluable. It can provide us with the means of accurate and objective assessment of persons and policies. It can provide warning of trends, traps or opportunities. It can, indeed, bring us close enough to a sense of the realities about us to make our judgment sound, our expectations valid, and our aspirations reasonable.

But the key is intelligent use. Without a shrewd appreciation of what the media can and cannot provide and an understanding of the techniques and limitations that apply to the media, we stand in danger of being misled through expecting the impossible and accepting the improbable. (p. 11)

Whether by individual choice or by teacher direction, Gordon's ideas suggest that some learning is taking place. Gillespie and Spirt (1973) have also found that we learn from everyday experiences and suggest that those in the education field realize that the teaching of only facts and the emphasis on rote learning are teaching strategies that do not fill the needs of today's student. They claim that strategies, such as these, tend to departmentalize knowledge and give a false impression of the student's intelligence and learning abilities.

As an extension of the above mentioned claims, one might ask how

the mass media is related to the curriculum presently in the schools. Giblin (1972) considers the mass media to be a curriculum that is beyond the control of the educator's responsibility for the curriculum in the schools. This curriculum, though not organized by our education system, is planned, produced, edited, and offered to our students on the basis of research and audience reaction. Giblin, therefore, contends that the mass media largely fulfills the fantasy needs of our young people.

Wiseman and Wiseman (1971) support the relevancy of the mass media. They stated, "Mass media plays such an important part in every person's life that all students should know how to use it and the part it plays in American Society" (p. 19). Wiseman and Wiseman (1971) go on to say that a generation is now being raised by the mass media where children are learning the alphabet from early morning television programs and fifty percent of all movie attendance consists of teenagers and young adults. "The people of this era have unparalleled access to all types of information through mass media, including print, film, radio, television and other visual methods" (Wiseman & Wiseman, 1971, p. 11). The challenge to our education system is to prepare the students to cope with the vast majority of new information that they receive through the mass media. This preparation enables them to teach themselves so that when they leave school they will have the ability to deal with information of any kind, effectively. Welborn (1968) realized the need for this ability and made the following statements:

There is another subject that is vitally needed in our curriculum, but as yet is not to be found. The most important subject we can teach is how to learn, for we must teach children the vast quantity of information, not now in evidence, to cope with an environment and habitat, not now in existence. (p. 1)

At the present time there are no courses offered in the Newfoundland curriculum, that have as their main objective, the mastery of media skills. This absence is evident when one examines the Program of Studies of the Department of Education for the Province of Newfoundland for the school year 1976-1977. The present curriculum does not get the students involved with the mass media. Skills pertaining to the print medium, traditionally known as library skills, are being taught but teaching the skills related to the non-print media are lacking. The teaching of these media skills is not part of the learning programs in the schools, although in some cases these skills are being taught informally through media clubs and photography clubs.

One can find a variety of cases where library skills are being taught at the elementary and primary schools throughout the province. These skills are usually taught by the librarian or resource specialist and usually cover such topics as the card catalogue, the classification system and the functions of the various sections of the media centre.

In the Language Arts Curriculum of the Province there is an attempt to incorporate media related topics into the English program in grades seven to eleven. One of the units outlined in the English Curriculum Guide (Government of Newfoundland, n.d. (1)), grades 7-11 for the 1975-1976 school year is entitled Mass Media Awareness. The general objective of this unit is "to help students in developing standards for judging and responding to the mass media - television, films, radio, recordings, magazines, and newspapers" (n.p.). Specific objectives also accompany the unit on media and they are designed so that all can be mastered by the completion of grade eleven. The curriculum guide also lists topics, activities and texts that can help the teacher cope with the unit. This

media unit, though, is only optional and is one of a number of optional units in the English curriculum. After examination of the media unit and from the outline of the remainder of the Newfoundland school curriculum, no provision for teaching students how to use the media and how to produce media, from the viewpoint of techniques, could be found.

Difficulty was also experienced in finding media textbooks that could be used to support the theory behind the proposed program of media skills. Texts dealing with specific media and the appreciation of media were found but no material dealing with the use of media as an informational source materialized. Of these texts, The Media Works by Joan Valdes and Jeanne Crow, was the most promising. Valdes and Crow (1973) state that media has to be taught as a subject in its own right. Comics, television, movies, etc. are leisure time activities that have become "extracurricular" media and the authors contend that teachers and assignments must help the student to choose and evaluate media based images and ideas. (Valdes & Crow, 1973).

The Problem

The standard of education in the Province of Newfoundland has made significant gains in the last two decades. Warren (1967) supports this. He says: "The past seventeen years, in particular, have seen phenomenal advances in education in this province. The Commission would be remiss in not recognizing and acknowledging the achievements of these years, the result of enlightened and progressive governmental policies" (p. 27). This progress has also resulted from a number of trends, one of which has been the increased use of the mass media and multimedia techniques in the classroom. This trend had been forecast by a number of educators. Warren

(1968) predicted the trend and stated, "It may be that in the long run the province has no choice but to use these media. There are those who claim that just as technology has changed society in general, it will eventually change the character of our education service" (p. 46).

The curriculum, in response to the impact of media is no longer supported by a single textbook or just one teacher. These have been supplemented by a variety of textbooks and media, a number of resource materials and modern facilities. This is evident in a number of the DREE schools that have been built in recent years. Although the number of instructional resources available to students have increased significantly, virtually no effort has been made to improve student skills in the efficient and effective utilization of additional resource material.

In attempting to implement a multimedia approach, a number of media centres have been developed in the local schools. With the increased awareness of mass media as an important factor in the teaching-learning process, the media centre has had to develop programs to assist and support classroom instruction. As a result of these developing programs, the potential of the centre has expanded at a spiraling rate. One such expansion has been in the teaching of media study and media related skills. Very few advances have been made in the area of media skills in Newfoundland to the present time. This project is an initial attempt to provide students with the information required to effectively and efficiently utilize mediated sources of information.

Definition of Terms

The following terms are used throughout the report and are defined below.

Media skills: the skills necessary to deal effectively with all forms of media, where media includes all varieties of print and non-print information.

Media centre: the location where all materials to supplement the curriculum in the school can be found.

Media program: the organizational structure which encompasses a media skills course.

Media skills course: an outline of topics, objectives and sample activities to aid the teacher when introducing media skills to the students.

Resource teacher/librarian: the individual responsible for the media program and course in the school.

Unit: a structured list of topics organized into definite bodies of logically related information.

Topic: a segment of the content of a unit that lists references, objectives and sample activities.

III

Development of Course

Need for the Study

New educational approaches and techniques, incorporating instructional media, need the resources and the means by which to interpret, use and evaluate them. From the vast array of resources, students need to choose those that are most beneficial and useful. They then have to possess the knowledge to adapt these resources to their learning situations. Programs for the development of the skills involved in obtaining information from print sources have existed for some time. There is need to develop similar skills with respect to new media.

The mass media has such a predominant place in today's informational sources that it has to be considered an educational outlet. Since the mass media contributes to the education process it needs to be analyzed to determine further the most effective uses to which it can be put. Students cannot escape the influence of the media. An understanding of the media is therefore necessary to enable the student to develop a critical approach to the media, free from media bias. Students must understand the relevance of propaganda to the media in the interests of fair assessment.

Design of the Course

This media skills course is designed to be a guide for the teacher. It is a guide in that it suggests topics, objectives and sample activities that can be utilized by the teacher as a means of imparting some basic media skills to the student.

The course is designed to be flexible so as to meet the requirements of various instructional settings. This makes it possible to add and delete content material wherever desired. Reasons for changes in the suggested material may be equipment availability, school size, the budget and the resource teacher's time schedule.

This course will help meet the needs of the students in an educational environment where media is becoming more and more important. The use of the various media in student assignments necessitates that they be taught how to use the media sources.

In teaching media skills to students this course includes the traditional skills of finding and using the information within the media centre. Since students have had very little guidance in the use of media forms other than print, skills are introduced that teach the students the effective use of radio, television, newspapers and the other media. Finally students are taught some skills in the production of the media. Students can improve their understanding of new media when the production of the media is an integral part of the skills being taught. The student learns to evaluate materials during the production process. Production skills can be used throughout the course to supplement each other and are introduced at each grade level.

The course is spread over a three year high school period, and ranges from grades nine through to eleven. The course is designed to give the students skills above the grade eight level that would allow them effectively to use curriculum materials and resources.

The Plan

The media course as originally proposed by the intern was designed

to enable the student to find, interpret and use informational sources within the context of the existing school curriculum. As the course evolved, it was found necessary to implement certain modifications which related more closely to the rationale of the course. The course consisted of a three year program, starting in grade nine and finishing in grade eleven. In each of the three years the course comprised twenty sessions. The time taken to cover a session depended upon the particular school situation. During those sessions the teacher was required to adhere to an outline of topics set out in the course. The core of the proposal consisted of a list of topics together with a time allocation for each topic. The original plan required that the content of the course be expanded and that appropriate materials be collected and developed for both teacher and student. In the twenty time sessions allotted for each grade level, ten units of instruction were proposed. The number of sessions assigned to a unit depended upon the complexity and thoroughness of the unit. In each year the first unit was designed to be a review of previously learned skills, with the unit diagnosing the current level of the students with respect to mastery of media skills. Units two through nine involved new topics and unit ten was designed for finishing projects associated with any of the previous units.

Each media unit involved the areas of user orientation, media theory, use of research tools, production of media, and use of equipment. The course was outlined through the use of a three column format as an introduction to the teacher and as an organizational feature. The first column listed the units and the title of the topics. The second column listed the activities, experiences, research and abilities that were used for a particular topic. This column also incorporated the behavioral

objectives. A third column listed the resources available for each unit.

The Procedure

Since the first conception of this media skills course a number of changes have occurred in the original plan. These have been made to streamline the course and to allow it to follow the rationale of the project more closely.

The original plan assigned twenty sessions to each grade level but it was decided that this be a minimum and that schools could assign as much time as they wished to each unit. It was decided to suggest a number of basic units and based on different school situations units could be added or deleted.

The course is not as detailed as had been planned. The actual course consists of a suggested list of units, each divided into topic areas: Most topic areas contain references and all topics are listed with objectives and sample activities. The topics are structured so that each of the three components can have additions made. Due to modification in the program a slight change from the original format was necessitated and the components were grouped in a successive rather than a tabular format. This course outline acts as a guide to the teacher.

The proposed plan of assigning units to grade levels has been maintained. Some of the units have been assigned to two grade levels with the content divided equally. This change has resulted from a desire to have a variety of topics covered in each year. The original plan was to have the students at each grade level cover a few topics thoroughly.

One final addition to the overall plan was to send copies of a preliminary draft of the course to a number of people in the school media

field. Media specialists with the St. John's Roman Catholic School Board, the Avalon Consolidated School Board of St. John's and the Exploits Valley Integrated School Board of Grand Falls were contacted. The two St. John's representatives responded with their impressions of the proposed course. Major changes in the sections 'Unit and Grade Level Chart' and 'Unit Summaries' were the result of the feedback received from the Roman Catholic School Board representative. In the section 'Unit and Grade Level Chart' more specific and mutually exclusive terms were substituted for general terms, and units similar in nature were grouped together whereas previously they had to be referenced by a system of symbols. In the 'Unit Summaries' section a somewhat cumbersome treatment was revised and replaced with a format involving less repetition with other areas of the course.

The media specialist from the Avalon Consolidated School Board suggested some general changes. Based on these suggestions the term 'Behavioral Objectives' was changed to 'Objectives,' 'Activities' was changed to 'Sample Activities' and research skills were introduced into all grade levels.

Feedback was also received from an English teacher at Gonzaga High School through a number of interviews. A major portion of the section 'Proposed Implementation Procedure' was based on recommendations received in these interviews. Other comments and suggestions of a more general nature are included in the report under Conclusions and Recommendations.

Scope and Limitations

The proposed title of the course is 'A Suggested Core Media Skills Program for Grades Nine to Eleven.' The words "suggested" and "core"

indicate the scope of the course. It is a suggested list of topics that can be used as a guide to teach media skills to high school students. The topics cover the media most closely related to the curriculum and the students' extra curricular environment. These topics are a limited sampling of those media topics for which resources are more readily available in the schools.

The course represents a beginning in the establishment of a complete media skills curriculum in the schools. It also provides a base upon which to develop a media skills program. The open ended nature of the guide resulted from the time consuming task of listing all possible objectives for a particular topic. The time factor also limited the number of references that could be reviewed. Therefore, a number of topics have objectives listed that are based on a review of the literature and the experience of the intern. These topics have no specific references listed.

The activities component lists only sample activities and is not designed to ensure that all objectives are achieved. This component, like the reference and objective components of the course can have additions or deletions made. This incomplete aspect of the course requires that the participants become involved in expanding and adding appropriate activities. This is viewed as a beneficial facet of the course design. Since this project is a prototype, the scope, by necessity, is limited.

Proposed Implementation Procedure

A proposed plan for the implementation of the media skills course is needed. As stated previously, it would be the responsibility of the

resource instructor to teach these media skills.

Prior to the acceptance of the course by a school, however, it would be beneficial to introduce the course through the school board. With the participation and cooperation of the school board, workshops could be held to explain the rationale and design of the course. The school board, under this proposed arrangement would be able to initiate, promote and finally evaluate the media skills course.

At the school level it is suggested that the course be introduced as a one credit course consisting of one period per class on a weekly basis. For example, in a school of twenty classrooms, twenty periods from the weekly total of thirty-five periods would be utilized for the study of media skills. It is possible that twenty periods a week could be considered a heavy work load for the resource teacher considering that this individual has a number of other duties to perform. Additional help may be required in implementing the proposed course.

A student attending this course once per week could be given a grade in a manner similar to the grades given for other courses. The ideal situation in which all the material in this course could be taught is to give the course a status equal to the other courses taught in the school.

The integration of this course into the curriculum is a goal that is attainable, but will not occur immediately. Rogers (1962) contends that the diffusion of an innovation is a slow and lengthy process.

IV

Conclusions and Recommendations

The following recommendations are based on the experience of the author and on feedback received from individuals in the media field:

1. Each unit of this course should be reviewed and its scope expanded through the addition of materials relating to the three basic components of the course: objectives, references and sample activities.
2. The list of references should be divided into two categories: the first listing references that specifically deal with a topic, and the second listing general references.
3. The criteria for the evaluation of the student should be subject to a periodic review in accordance with the developing situation in any given school system.
4. The course should be revised and structured for the teacher without any formal training in library and media skills, who may be responsible for the media centre.
5. An appendix should be constructed, listing the resources that are needed for the individual units in the course.
6. An appendix should be constructed to outline the ways in which units can be used to supplement each other.
7. Advanced topics such as darkroom techniques and television

production should be included in the course outline in schools with the proper facilities.

8. A detailed plan for the implementation of this course should be prepared.
9. A thorough evaluation should be conducted on the first prototype of the course.
10. A master plan for developing media programs for various schools in the system should be initiated.
11. An attempt should be made to introduce the concepts of visual literacy and non-verbal communication into the course content.

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APPENDIX**A Suggested Core Media Skills Program
for Grades Nine to Eleven**

A Suggested Core Media Skills Program
for Grades Nine to Eleven



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Smithville Crescent
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May, 1977

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Definition of Terms

The following terms are used to describe the course and are defined below.

Media skills: the skills necessary to deal effectively with all forms of media, where media includes all varieties of print and non-print information.

Media centre: the location where all materials to supplement the curriculum in the school can be found.

Media program: the organizational structure which encompasses a media skills course.

Media skills course: an outline of topics, objectives and sample activities to aid the teacher when introducing media skills to the students.

Resource teacher/librarian: the individual responsible for the media program and course in the school.

Unit: a structured list of topics organized into definite bodies of logically related information.

Topic: a segment of the content of a unit that lists references, objectives and sample activities.

Introduction for the Teacher

Progress in education in Newfoundland in recent years has resulted in an increased use of the mass media and multimedia techniques in the classroom. The curriculum, in response to the impact of media, is no longer supported by a single textbook or just one teacher. These have been supplemented by a variety of resource materials and modern facilities. Although the number of instructional resources available to students have increased significantly, virtually no effort has been made to improve student skills in the efficient and effective utilization of additional resource material. This course is an attempt to provide students with the information required to utilize mediated sources of information.

New educational approaches and techniques, incorporating instructional media, need the resources and the means by which to interpret, use and evaluate them. From the vast array of resources, students need to select those that are most beneficial and useful. They then have to possess the knowledge to adapt these resources to their learning situations. Programs for the development of the skills involved in obtaining information from print sources have existed for some time. There is need to develop similar skills with respect to new media. They need to understand and interpret the media so that they cannot be misled or manipulated by it.

The aim of this course is to develop in the high school student the media skills necessary to supplement and improve any library skills they may have mastered by grade eight. The course is an instructional unit of the media centre and is designed so that the centre may be utilized to its maximum potential. Through the use of the media

centre and its materials, students should be able to incorporate a wide variety of informational sources into all curriculum areas.

The course consists of a number of units, each divided into topic areas. Each unit is assigned to particular grade levels and for each topic a number of references, objectives and sample activities are recommended. As the title of the course states, this is a suggested list of units and topics and therefore it is not a course that can be taught as is, within a specific time limit. It is a course that has to be adapted to individual teacher and school situations. Provisions have been made for individual teachers to add or delete topics or units, choose new references, add new objectives and use different activities as required. Therefore the course is only a guide which suggests topics for study.

The course consists of four basic parts. The first is a timetable that suggests the grade level in which a unit should be covered. The time devoted to each unit can be determined by the resource teacher to complement the media centre schedule. The second part contains summaries of the units. It lists the units, the topics under these units, the goals of these units, the grade level and shows where the appropriate information for each unit may be located. The third part is the actual course, listing references for most topics and objectives and sample activities for each topic. Finally there is a list of references with assigned numbers. These numbers are used when referring to references throughout the course.

Evaluation is a valid part of any curriculum venture. Although a specific plan of evaluating the student has not been outlined, evaluation should be an integral part of this curriculum endeavour. The evaluation

should ascertain the extent to which the stated objectives found at the beginning of each topic have been achieved.

Unit and Grade Level Chart

This chart is a teacher's guide containing a suggested plan for the coverage of a specific number of units during grades nine, ten and eleven. The sequence in which the specific units are taught is flexible but the content for each unit should be followed as outlined.

11	10	9	GRADES	TOPICS
		X		Media Center Orientation
		X		Media Centre Skills
		X		Reference Sources
	X			Research Skills
X				Specialized Reference Sources
		X		Mass Media and the Communication Process
	X	X		Newspapers
X	X			Magazines
X	X			Television
	X	X		Radio
X	X			Films and Movies
X				Advertising
X	X	X		Media Related Topics
		X		Audio Recording and Editing
	X			Still Photography and Camera Use
X				8mm Film

Course Goals

After completing this course students will be able to:

1. select, enjoy and appreciate the worthwhile aspects of the various media.
2. be critical in the use of the various media.
3. use the language of the various media.
4. describe the role of the various media in everyday affairs.
5. describe ways in which the mass media can be changed by consumer demands.
6. describe how the various media are related.
7. use the various media creatively.
8. judge and respond to the various forms of the mass media.
9. use a variety of audiovisual aids.
10. view and/or listen to and discuss numerous forms of information.
11. be selective in the use of the mass media.
12. develop both a visual and verbal literary in conjunction with each other.
13. interpret mass media messages more effectively.

Unit Summaries

The following is a listing of the units that comprise the course. Each unit contains a list of topics with page numbers and appropriate grade levels. Also listed are additional references which deal with the unit and not with any specific topic. Following these references are goals of the unit.

These unit summaries allow the teacher to approach the course, topic by topic.

UNIT: MEDIA CENTRE ORIENTATION

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Introduction to the Media Centre	9	27
Media Centre Citizenship	9	27
Book Selection	9	28
Care of Materials	9	29
Material Circulation	9	29
Reference Work	9	30

Additional References: #4, p. 7-14, #16, p. 17-20

Goals

After completing this unit students will be able to:

1. exhibit a general knowledge of the media centre, its resources and workings.

UNIT: MEDIA CENTRE SKILLS

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Parts of a Book	9	32
Classification	9	32
Alphabetizing	9	33
Card Catalogue	9	34
Call Numbers	9	35
Media Centre Equipment	9	36
Listening and Viewing	9	37

Additional References: #1, p. 1-10, #16, p. 21-28

Goals:

After completing this unit students will be able to:

1. find and use a variety of materials in the media center.

UNIT: REFERENCE SOURCES

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Encyclopaedias	9	38
Dictionaries	9	38
Atlases, Maps, Globes	9	39
Almanacs, Yearbooks, Manuals	9	40
Vertical File	9	41
Reserve Shelf	9	42
Reference Questions	9	42

Additional References: #1, p. 10-14, #16, p. 33-36,
#5, p. 16-27, p. 47-52

Goals:

After completing this unit students will be able to:

1. locate sources where information may be found.
2. incorporate information found in reference sources with curriculum areas or areas of individual interest.

UNIT: RESEARCH SKILLS

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
General Bibliography	10	69
Specialized Bibliographies	10	70
Outlines	10	70
The College or University Library	10	71
The Public Library	10	72

Additional References: #1, p. 14-15, #4, p. 81-88

Goals:

After completing this unit students will be able to:

1. plan and carry out research.
2. gather and use information.

UNIT: SPECIALIZED REFERENCE SOURCES

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Indexes	11	112
Government Documents	11	113
Abstracts	11	114

Additional References: #1, p. 14-15, #16, p. 48-51

Goals:

After completing this unit students will be able to:

1. make an indepth use of reference tools.

UNIT: MASS MEDIA AND THE COMMUNICATION PROCESS

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Terminology	9	48
Types of Media	9	48
Communication Process	9	49
Mass Media: The Language	9	50
Liabilities and Assets	9	50
Effect of Mass Media	9	51

Additional References: #15, p. 3-12, p. 207-220, #14, p. 1-16,
 #13, p. 7-11, #10, p. 1-33, #2, p. 21-33

Goals:

After completing this unit students will be able to:

1. discuss the various types of media and how they fit into the communication process.

UNIT: NEWSPAPERS

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
History and Development	9	53
Personnel	9	53
Facilities	9	54
Circulation	9	55
Process and Workings	9	56
Construction:		
(a) Format	9	57
(b) Type	9	58
(c) Layout	9	58
Local Scene	9	59
Outside Involvement:		
(a) Government	10	80
(b) Advertising	10	80
Coverage:		
(a) Objectivity	10	81
(b) Interpretation	10	82
(c) Minorities	10	83
(d) Stereotypes	10	83
(e) Wire Services	10	84
(f) Influence of Advertisers	10	85
(g) Style	10	86
(h) Slanting	10	86
(i) Effect on Sales	10	87
(j) Criticisms	10	88

Additional References: #3, p. 47-48, p. 99-102, #9, p. 1-13,
#10, p. 81-92, #11, p. 9-35, #12, p. 11-27,
#13, p. 91-111, #14, p. 89-124, #15, p. 15-28,
#17, p. 31-41, #19, p. 18-42

Goals:

After completing this unit students will be able to:

1. read a newspaper and discuss its contents.
2. publish a school newspaper.

UNIT: MAGAZINES

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
History and Development	10	89
Personnel	10	89
Facilities	10	90
Circulation	10	91
Process and Workings	10	92
Construction	10	92
Local Scene	10	93
Types of Magazines	11	120
Outside Involvement:		
(a) Government	11	121
(b) Advertising	11	121
Coverage	11	122
Magazines and Newspapers	11	123

Additional References: #9, p. 14-28, #10, p. 57-80,
 #11, p. 156-176, #13, p. 113-147, #17, p. 45-47;
 #19, p. 43-56.

Goals:

After completing this unit students will be able to:

1. read a magazine and discuss its contents.

UNIT: TELEVISION

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
History and Development	10	95
Personnel	10	95
Facilities	10	96
Process and Workings	10	97
Networks	10	98
Types of Stations	11	124
Outside Involvement:		
(a) Government	11	124
(b) Advertising	11	125
Types of Programming	11	125
Local Scene	11	127

Additional References: #3, p. 95-99, #9, p. 47-59,

#10, p. 111-142, #11, p. 110-155, #13, p. 227-250.,

#14, p. 18-57, #15, p. 121-149, #17, p. 123-153,

#18, p. 105-115, #19, p. 57-78.

Goals:

After completing this unit students will be able to:

1. view a television program and discuss all aspects of the program.
2. produce a short television program.

UNIT: RADIO

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
History and Development	9	60
Personnel	9	61
Facilities	9	61
Process and Workings	9	62
Outside Involvement:		
(a) Government	9	63
(b) Advertising	9	64
Types of Programming	10	99
Recording Industry	10	100
Announcers	10	100
Types of Broadcast Stations	10	101
Local Scene	10	102

Additional References: #9, p. 36-45, #10, p. 93-110,
 #13, p. 167-195, #15, p. 89-118, #17, p. 61-90,
 #18, p. 53-70.

Goals:

After completing this unit students will be able to:

1. listen to a radio program and discuss its contents.
2. produce a short radio program.

UNIT: FILMS AND MOVIES

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
History and Development	10	103
Personnel	10	103
Facilities	10	104
Process and Workings	10	105
Financial	10	106
Reviews	10	107
Ratings	10	107
Influence on Outside Areas	11	128
Categories	11	128
Construction	11	129
The Formula	11	130
Film Messages	11	131
Critical Viewing	11	131

Additional References: #2, p. 63-64, #3, p. 114-115,

#9, p. 60-71, #10, p. 143-172, #11, p. 68-109,

#13, p. 213-226, #14, p. 59-88, #15, p. 51-86,

#17, p. 91-122, #18, p. 83-104, #19, p. 98-113.

Goals:

After completing this unit students will be able to:

1. select film material that has useful content.
2. discuss film material from a variety of aspects.
3. view movies and films to develop an understanding of their meaning.

UNIT: ADVERTISING

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
History and Development	11	133
Process and Workings	11	133
Construction	11	134
Types	11	135
Human Needs and Techniques	11	136
Outside Involvement:		
(a) Government	11	137

Additional References: #9, p. 72-84, #10, p. 173-183,
 #11, p. 36-67, #15, p. 151-176, #19, p. 79-97

Goals:

After completing this unit students will be able to:

1. discuss how advertising is related to the various media and audiences.

UNIT: MEDIA RELATED TOPICS

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Comics	9	65
Media Produced Themes or Images	9	65
Media and Needs	9	66
The Underground Media	10	109
Media Heroes	10	109
Media Sponsored Attitudes	10	110
The Future	11	138
Social Impact and Effect of Media	11	139

Additional References: #8

Goals:

After completing this unit students will be able to:

1. discuss various media related topics from the viewpoints of how they affect society and what features cause them to be closely related to media in general.

UNIT: AUDIO RECORDING AND EDITING

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Introduction	9	44
Operation and Playback	9	44
Microphones and Headsets	9	45
Recording and Editing	9	46

Additional References: #18, p. 43-51

Goals:

After completing this unit students will be able to:

1. use a tape recorder as a learning tool in conjunction with the school curriculum.

UNIT: STILL PHOTOGRAPHY AND CAMERA USE

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
The Camera	10	73
Film	10	73
Viewing the Image	10	74
Camera Controls	10	75
Picture Taking Techniques	10	76
Camera Lenses	10	77
Camera Accessories	10	78
Special Techniques	10	79

Additional References: #2, p. 103-104

Goals:

After completing this unit students will be able to:

1. use a camera effectively to produce materials acceptable for assigned work in curriculum areas.

UNIT: 8 mm FILM

<u>Topics</u>	<u>Grade</u>	<u>Page</u>
Camera Operation	11	115
Editing	11	115
Techniques of Shot-Arrangement	11	116
Techniques of Punctuating Films	11	117
Composition	11	118
Other Related Topics	11	119

Additional References: #6, p. 251-272,

Goals:

After completing this unit students will be able to:

1. indicate a working knowledge of 8 mm film.

Course Outline

The course divides the units among grades nine, ten and eleven and each unit is divided into topic areas. Most topics begin with a reference list and are followed by objectives and sample activities. This outline of topics can be considered a grade level approach whereas the previous unit summaries represent a topic approach.

GRADE NINE

MEDIA CENTER ORIENTATIONIntroduction to a Media Center

References: #16, p. 18,

Objectives

After completing this topic students will be able to:

1. explain the purpose of a media center.
2. locate the different sections of the media center and have a working knowledge of each section.

Sample Activities

1. Let students browse.
2. Show a film or filmstrip on the purpose and use of a media center and have students discuss the content.
3. Draw a floor plan of the media centre.
4. Visit a public library.

Library Citizenship

References: #16, p. 17-18

Objectives

After completing this topic students will be able to:

1. display a consideration for his fellow students using the media center.
2. display a respect for the property of the media center.
3. explain the importance of having materials back on time.
4. explain the importance of replacing materials in their proper location.

Sample Activities

1. Browse and replace borrowed material.

Book Selection

References: #16, p. 19,

Objectives

After completing this topic students will be able to:

1. display an interest in some materials in the centre and based on this interest choose an item from a display.

Sample Activities

1. Select materials from the centre and explain why they were chosen.

Care of Materials

References: #16, p. 21-22

Objectives

After completing this topic students will be able to:

1. demonstrate the proper handling and care of the various media in the centre.

Sample Activities

1. Display a number of misused and improperly handled materials and have the students explain how misuse could have been prevented.

Material Circulation

References: #16, p. 19.

Objectives

After completing this topic students will be able to:

1. sign out an item from the media centre.
2. explain and display a knowledge of the charging system.
3. explain the circulation procedures for the various types of materials in the centre.

Sample Activities

1. Have students sign out some materials.
2. Have someone make a giant bookcard for instruction purposes.

Reference Work

References: #16, p. 19-20

Objectives

After completing this topic students will be able to:

1. state the rationale behind having a reference section in the media centre.
2. explain the value of encyclopedias and indexes in relation to their classroom work.
3. locate and differentiate among the various reference materials in the reference section.

Sample Activities

1. Have each student take one volume of World Book, Merit or some other encyclopedia and read a paragraph. Then close the book and summarize their reading.

MEDIA CENTRE SKILLSParts of a Book

References: #1, p. 1-2

Objectives

After completing this topic students will be able to:

1. name the technical parts of a book.
2. name the parts of a book with respect to content.
3. list and explain words that pertain to books.

Sample Activities

1. Take a book and point out the technical parts and make a list of the content parts.

Classification

References: #16, p. 22-25

Objectives

After completing this topic students will be able to:

1. explain the need for a classification system in a media centre.
2. identify the ten General Divisions of knowledge and the numbers that cover each division for the Dewey Decimal System.
3. name another classification system.
4. list other special divisions outside the ten general divisions and the numbers or symbols that stand for each.
5. explain the arrangement of books on the shelves.
6. use the shelf labels to locate groups of books.
7. use the spine labels to locate an individual book on a shelf.

Sample Activities

1. Give the students a mimeographed copy of the Dewey classification system and have them browse the centre with it.
2. Give the students a book title with a short summary of its content and have them identify the Dewey general division into which it falls.
3. Have students reshelve books.

Alphabetizing

References:

Objectives

After completing this topic students will be able to:

1. alphabetize by first letter and then by internal letters so that he will be able to use the card catalogue, encyclopedias, etc.
2. use sources that are arranged alphabetically.
3. explain alphabetization by word and alphabetization by letter.

Sample Activities

1. Take any alphabetized material and discover the means of alphabetizing.

Card Catalogue

References: #16, p. 26-27

Objectives

After completing this topic students will be able to:

1. state the reason for a card catalogue.
2. list and describe the different types of card catalogues.
3. list and explain the various items of information on the cards in the card catalogue.

4. Locate a book by title, author or subject.

Sample Activities

1. Have students prepare a number of questions about the card catalogue based on their perusal.
2. Arrange to have teachers send students to the media centre to look for some information.

Call Numbers

References: #16, p. 25-26

Objectives

After completing this topic students will be able to:

1. fill out a call slip by using the information on a card from the card catalogue.
2. explain the purpose of a call slip.
3. use a call slip to find a book.

Sample Activities

1. Have students get a call number from the card catalogue and make out a call slip and find the book on the shelves.

Media Centre Equipment

References: #16, p. 27

Objectives

After completing this topic students will be able to:

1. identify and locate any piece of media centre equipment, or furniture.
2. explain the purpose of each piece of equipment, or furniture.

Sample Activities

1. Pass out a floor plan of the centre showing location of equipment and furniture.

Listening and Viewing

References:

Objectives

After completing this topic students will be able to:

1. use non-book materials.
2. listen to and view materials using the proper techniques.

Sample Activities

1. Give the students practice in the use of simple audio-visual equipment used for listening to and viewing non-print materials.

REFERENCE SOURCESEncyclopedias

References: #16, p. 33

Objectives

After completing this topic students will be able to:

1. describe the content arrangement in any school encyclopedia.
2. distinguish between a signed and unsigned article and understand the significance of signed articles.
3. determine the copyright date of reference material.
4. explain the difference between a general encyclopedia and a subject encyclopedia.
5. use an encyclopedia to find information.

Sample Activities

1. Compare the coverage of a topic in two or more encyclopedias.

Dictionaries

References: #16, p. 34-36

Objectives

After completing this topic students will be able to:

1. name a variety of dictionaries.
2. describe the difference among a variety of dictionaries.
3. describe the content of a standard English language dictionary.
4. describe the basic content of a variety of dictionaries.
5. distinguish between an unabridged and an abridged dictionary.
6. use a dictionary to find information.

Sample Activities

1. Have students browse through a display of dictionaries.

Atlases, Maps, Globes

References: #1, p. 13-14, #5, p. 51

Objectives

After completing this topic students will be able to:

1. name other reference works of an encyclopedic nature such as atlases, maps, globes and any other work in the reference section of the media centre.

2. state the general purpose of such reference works.
3. use atlases, maps, globes, etc. for geographical and historical information.

Sample Activities

1. Set aside a large number of reference sources and get students to describe the type of material or the typical content in each.

Almanacs, Yearbooks, Manuals

References: #1 p. 12-13

Objectives

After completing this topic students will be able to:

1. name other reference works of an encyclopedic nature such as almanacs, yearbooks, manuals, etc. in the reference area of the centre.
2. state the general purpose of such reference works.
3. use almanacs, yearbooks and manuals, to find statistical information.

Sample Activities

1. Have students think up some insignificant fact and have them find it or its answer in some reference work.

Vertical File

References: #4, p. 9, p. 56

Objectives

After completing this topic students will be able to:

1. state the purpose of the vertical file.
2. find information on a particular topic by using the vertical file.

Sample Activities

1. Get students to bring in articles from recent magazines or newspapers which they think would be useful in the vertical file.

Reserve Shelf

References: #16, p. 41

Objectives

After completing this topic students will be able to:

1. explain the purpose of a reserve shelf and reserve media section of the centre.
2. arrange to place a particular item on the reserve shelf.

Sample Activities

1. Get students to reserve an item for themselves and use it for a period of time.

Reference Questions

References: #16, p. 41-42

Objectives

After completing this topic students will be able to:

1. locate the answer to most reference questions with which they are confronted by using the reference sources in the centre.

Sample Activities

1. Have a standard list of reference questions printed on 3 x 5 cards. Distribute these to the students and have them find the answers.
2. Have students name the type of source in which the answer to a particular reference question is likely to be found.

AUDIO RECORDING AND EDITINGIntroduction

References: #18, p. 45-46

Objectives

After completing this topic students will be able to:

1. explain how a tape and tape recorder functions.
2. describe the different types of tape recorders and tapes.

Sample Activities

1. Have students investigate the major improvements in the latest model of a particular cassette recorder.

Operation and Playback

References: #2, p. 101,

Objectives

After completing this topic students will be able to:

1. locate and explain the functions of the major controls and parts of a tape recorder.
2. operate a tape recorder in the playback mode.
3. describe the various connections that can be made to a tape recorder through various jacks and accessories.

Sample Activities

1. Have a variety of tape recorders available for practice.

Microphones and Head Sets

References: #2, p. 101

Objectives

After completing this topic students will be able to:

1. explain the purpose of a microphone and a headset.
2. describe the differences among the various types of microphones.
3. connect a microphone and headset properly to a tape recorder and use them.

Sample Activities

1. Have students speak into a microphone using the recorder only as a P.A. system.
2. Have students use a listening centre.

Recording and Editing

References: #2, p. 101-103, #7, p. 79-94

Objectives

After completing this topic students will be able to:

1. record using a simple microphone.
2. record using a direct connection from another source.
3. record using a mixer.
4. explain how a mixer operates.
5. explain the process of editing.
6. edit a recorded tape physically and electronically using either two tape recorders, or any source and a tape recorder.

Sample Activities

1. Have a variety of situations set up so that students can experience the various techniques of recording.

2. Construct a tape recording using a variety of sources.

MASS MEDIA AND THE COMMUNICATION PROCESSTerminology

References: #6, p. 1-3

Objectives

After completing this topic students will be able to:

1. define the terms "mass media", "medium" and "message".
2. describe how the terms "mass media", "medium" and "message" relate to each other and how they form the communicative process.

Sample Activities

1. Have students compile a list of the mediums that can be used to transmit a message.

Types of Media

References: #10, p. 7-18.

Objectives

After completing this topic students will be able to:

1. name the major categories of media that are available through the mass media.
2. name the components of each of the major categories of media.

Sample Activities

1. Have students find how many types of media are in use in the school.

Communication Process

References: #2, p. 22-25, #10, p. 1-5,

Objectives

After completing this topic students will be able to:

1. explain the theory of the communication process.
2. describe briefly some of the problems of communication resulting from the manner in which messages are communicated.
3. describe how perception is related to communication.
4. explain the difference between linguistic and non-linguistic communication.

Sample Activities

1. Have students compile a list of different types of communication.

Mass Media: The Language

References: #14, p. 5-9

Objectives

After completing this topic students will be able to:

1. describe the manner in which the mass media is considered to be a new language.

Sample Activities

1. Have students explain how a particular medium acts as a language in the communication process.

Liabilities and Assets

References: #14, p. 11-12,

Objectives

After completing this topic students will be able to:

1. state some of the advantages and drawbacks of the mass media.
2. discuss the possibilities of making the most of the mass media by balancing the advantages against the disadvantages.

Sample Activities

1. Have students discover means of overcoming particular drawbacks of a particular medium.

Effect of Mass Media

References: #10, p. 18-29,

Objectives

After completing this topic students will be able to:

1. discuss some of the major effects of the mass media on society.

Sample Activities

1. Have students discuss what school would be like without some of the major components of the mass media.

NEWSPAPERSHistory and Development

References: #3, p. 11-13, #6, p. 33-34.

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the newspaper business.
2. explain how the historical pattern of events in the development of the newspaper business is responsible for some of its present characteristics.

Sample Activities

1. Inquire into the history of a local paper.
2. Bring in copies of old Canadian newspapers or their facsimiles for observation.

Personnel

References: #6, p. 8-9, #11, p. 12-15.

Objectives

After completing this topic students will be able to:

1. name the personnel involved in running and publishing a newspaper.
2. describe the work and responsibilities of the individuals responsible for the publishing of a newspaper.

Sample Activities

1. Invite an employee of a local newspaper into the class to explain his job.
2. Consult a local newspaper editor to find out how letters are chosen for "Letters to the Editor".

Facilities

References: #6, p. 35-36,

Objectives

After completing this topic students will be able to:

1. name the main facilities needed for the efficient publishing of a newspaper.

2. describe the facilities of a newspaper company and their main functions.
3. Visit a newspaper plant to see the many stages in the production of a newspaper.

Sample Activities

1. Draw a floor plan of a small newspaper office.

Circulation

References:

Objectives:

After completing this topic students will be able to:

1. describe the general process of circulation and distribution.
2. name some of the factors which affect newspaper circulation and distribution.

Sample Activities

1. Compare the circulation figures of the local papers.

Process and Workings

References: #14, p. 97-108

Objectives

After completing this topic students will be able to:

1. name the terms and phrases most frequently used in the newspaper business.
2. explain the most frequently used newspaper terms and phrases.
3. describe the process that brings the components of a newspaper business together to give a workable setting and situation.
4. identify the steps that are used in publishing an issue of a newspaper.
5. describe the purpose of newspaper chains.

Sample Activities

1. Invite someone in to talk on one aspect of publishing a newspaper.

2. Publish a school newspaper.
3. Publish a class newspaper.

Construction

(a) Format

References: #6, p. 7-8

Objectives

After completing this topic students will be able to:

1. describe the functions of the different newspaper sections.
2. describe the content of each part of a newspaper.
3. explain the importance of the headline and photograph and how they are related to each other.

Sample Activities

1. Using a local newspaper to decide on the percentage of the paper that is used for the various parts of the paper.
2. Survey a number of people on the sections of the paper they read.

(b) Type

References: #2, p. 43-44

Objectives

After completing this topic students will be able to:

1. describe and illustrate the various categories of type.
2. specify the purpose for which each category of type is used.

Sample Activities

1. Write an article or design a column with the appropriate type for the article.

(c) Layout

References: #2, p. 44-45, #11, p. 19-22, #14, p. 91-95,

Objectives

After completing this topic students will be able to:

1. describe the typical layout of a newspaper.
2. explain the reasons behind any particular arrangement or layout.

3. describe the technical aspects of arrangement of the entire newspaper.

Sample Activities

1. Invite the layout editor of a local newspaper to class.
2. Arrange a page of a class newspaper.

Local Scene

References:

Objectives

After completing this topic students will be able to:

1. name the local newspapers and their locations.
2. discuss the foregoing topics in this unit with respect to the local newspapers.

Sample Activities

1. Tape an interview with the owner of a local newspaper.

RADIOHistory and Development

References: #3, p. 13-15, #6, p. 44-47, #9, p. 36-37,
#15, p. 91-99, #17, p. 65-75,

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the radio industry.
2. describe how the historical pattern of events in the development of the radio industry is responsible for some of its present characteristics.

Sample Activities

1. Find out the oldest station in your area and trace its development.

PersonnelReferences:Objectives

After completing this topic students will be able to:

1. name the personnel involved in running a radio station.
2. describe the functions and responsibilities of the personnel involved in running a radio station.

Sample Activities

1. Invite a local radio station employee to the class to discuss his position.

FacilitiesReferences:

Objectives

After completing this topic students will be able to:

1. name the facilities needed for the efficient running of a radio station.
2. describe the facilities and their position in the organizational framework of a radio station.

Sample Activities

1. Draw a small floorplan for a radio station.
2. Visit a local radio station.

Process and Workings

References: #6, p. 13, p. 48, #9, p. 40, 42-43,
#18, p. 53-54,

Objectives

After completing this topic students will be able to:

1. cite the most frequently used terms with respect to radio broadcasting.
2. explain the meaning of the most frequently used radio terms.

3. describe the main setup of a radio station and how the various components work together to make a unit.
4. list the steps used in putting together a particular radio program.

Sample Activities

1. Get the students to list the frequencies they tuned into on a particular night.
2. Produce some educational radio program on tape.
3. Devise a day's programming.

Outside Involvement

(a) Government

References: #2, p. 66-67, #18, p. 54-56,

Objectives

After completing this topic students will be able to:

1. describe the various aspects of government involvement in the operation of a radio station.

Sample Activities

1. Find out when the licences of the local radio stations were last renewed and the type of programming and public service they planned to carry out.

(b) Advertising

References: #6, p. 83-84

Objectives

After completing this topic students will be able to:

1. describe the role of advertising in the radio industry.

Sample Activities

1. Check the local stations and get a comparison of the percentage of total time given to advertising.
2. Have students create commercials on tape.

MEDIA RELATED TOPICSComics

References: #6, p. 40-44,

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the comic business and describe how some of these events have given comics the characteristics they have today.
2. describe the steps of the process used in creating a comic strip or issue.

Sample Activities

1. Create a comic strip with title, characters, plot etc.

Media Produced Themes or Images

References: #2, p. 74-78,

Objectives

After completing this topic students will be able to:

1. describe the major categories of images portrayed by the various media.
2. explain the difference between fantasy and reality when dealing with the images portrayed by the media.
3. identify the difference between an over-simplified media presentation and a presentation that gives the facts.

Sample Activities

1. Develop an image through the design of a media presentation.

Media and Needs

References: /16, p. 127-137

Objectives

After completing this topic students will be able to:

1. describe the manner in which advertising is related to human needs.
2. describe man's basic needs and the roles that the various media play in satisfying those needs.

Sample Activities,

1. Take some- medium, ad, article, program etc. and analyze the needs that are being played on.

GRADE TEN

RESEARCH SKILLSGeneral Bibliography

References: #16; p: 37-38

Objectives

After completing this topic students will be able to:

1. distinguish a research paper from a magazine or newspaper article by giving a general description of each.
2. list all bibliographic information when doing a research paper.
3. construct bibliography cards for bibliographic information.
4. name and use a manual of style.
5. state the difference between a working and finished bibliography.
6. construct a finished bibliography.

Sample Activities

1. Compile a working bibliography on an assigned subject.
2. Compile a finished bibliography from a working bibliography.

Specialized Bibliographies

References: #16, p. 45-46

Objectives

After completing this topic students will be able to:

1. describe the difference between a general bibliography and a specialized bibliography.
2. name a variety of specialized bibliographies.

Sample Activities

1. Go to the public library and look at a specialized bibliography.
2. Enumerate the subjects of specialized bibliographies in your school media centre.

Outlines

References: #4, p. 81-83

Objectives

After completing this topic students will be able to:

1. take notes and construct an outline from the information read and organize it into report form.
2. discuss the importance of brevity and clarity when doing research.

Sample Activities

1. Get students to read articles and then summarize them without the use of the book.

The College or University Library

References: #16, p. 43-44

Objectives

After completing this topic students will be able to:

1. find materials classified under the Library of Congress System.
2. name and describe some of the reference sources in the university library that are not in the school media centre.

Sample Activities

1. Visit the university library and have someone describe or explain a particular reference source.

The Public Library

References: #16, p. 42

Objectives

After completing this topic students will be able to:

1. name and describe some of the reference materials that are in the public library but not in the school media centre.
2. utilize the public library and its facilities, for doing research.

Sample Activities

1. Visit the local public library.
2. Inquire into the process and purpose of interlibrary loans.
3. Choose a topic and research it using school and public library sources.

STILL PHOTOGRAPHY AND CAMERA USEThe Camera

References: #18, p. 71-72

Objectives

After completing this topic students will be able to:

1. describe in simple terms how a camera works.
2. list the different types of cameras that are available on the market.

Sample Activities

1. Go to a photographic store and find out the type of cameras that they sell.
2. Construct and use a pinhole camera.

Film

References: #6, p. 239

Objectives

After completing this topic students will be able to:

1. list the various film sizes available.
2. explain how film size is used to classify cameras.
3. list the advantages and disadvantages of the major film sizes.
4. list the major types of black and white film.
5. list the advantages and disadvantages of the various types of black and white film.
6. list the major types of color film.
7. list the advantages and disadvantages of the various types of color film.
8. explain the meaning of the ASA rating of a film.

Sample Activities

1. Find a camera that has a good price and size advantage ratio.

Viewing the Image

References: #6, p. 239

Objectives

After completing this topic students will be able to:

1. explain the differences among single lens, twin lens, and rangefinder cameras.

Sample Activities

1. Check a photographic store for literature on different types of cameras.

Camera Controls

References: #6, p. 239-242

Objectives

After completing this topic students will be able to:

1. explain the purpose and use of the shutter of the camera.
2. use the shutter speed control of a camera and explain the number scale on the control.
3. explain the purpose and use of the diaphragm of a camera.
4. use the aperture setting control of a camera and explain the number scale on the control.
5. explain and use the shutter speed and aperture controls in conjunction with each other.

6. explain the purpose of a focus control.
7. use the focus control of a camera.

Sample Activities

1. Keep a record of f/stop, distance and shutter speed for each picture on a roll of film.

Picture Taking Techniques

References: #6, p. 240, 242-244

Objectives

After completing this topic students will be able to:

1. explain the meaning of depth of field.
2. use the aperture control of a camera in conjunction with the shutter speed control to adjust the depth of field.
3. explain some of the basic reasons behind taking a particular photograph.
4. explain the importance of making a photograph simple.
5. explain the importance of the background in a photograph.
6. explain the importance of light and shadow in a photograph.

Sample Activities

1. Collect examples of beginner mistakes in taking pictures.
2. Illustrate photographic techniques by choosing some newspaper and magazine pictures.
3. Produce a visual assignment for one of your other subject areas.

Camera Lenses

References: #18, p. 72

Objectives

After completing this topic students will be able to:

1. explain the purpose of a lens in a camera.
2. list the major classifications of lenses.
3. list the advantages and disadvantages of various types of lenses.

Sample Activities

1. Use different types of lenses to compare the results of the same photographed scene.

Camera Accessories

References: #6, p. 245

Objectives

After completing this topic students will be able to:

1. explain the purpose of filters.
2. list some of the major types of filters and their effects on a photograph.
3. explain the purpose of a light meter.
4. use a light meter in conjunction with the shutter speed and aperture controls.
5. use a built-in light meter.
6. explain the purpose of a flash unit.
7. use a flash unit in conjunction with the controls on a camera.

Sample Activities

1. Compile a list and description of other accessories not covered under this topic.

Special TechniquesReferences:Objectives

After completing this topic students will be able to:

1. describe the techniques of portrait photography and use them to take good portraits.
2. describe the techniques of copy photography and use them to do good copy work.

Sample Activities

1. Use an external light meter and take a number of portrait shots of the same subject under a variety of lighting conditions and compare.

NEWSPAPERSOutside Involvement(a) GovernmentReferences:Objectives

After completing this topic students will be able to:

1. describe various aspects of government involvement in the newspaper industry.

Sample Activities

1. Determine the government controls in Canada on newspapers.

(b) Advertising

References: #15, p. 16-17, p. 24-25

Objectives

After completing this topic students will be able to:

1. describe the role of advertising in the newspaper business.

Sample Activities

1. Prepare to get financial support for a school or class newspaper.

Coverage(a) Objectivity

References: #9, p. 2-3

Objectives

After completing this topic students will be able to:

1. select articles that are objective in their treatment of a particular topic.
2. identify the factors that affect the views the paper presents.
3. describe the part sensationalism plays in newspaper reporting.

Sample Activities

1. Examine a number of newspapers for similarities and differences in make-up, and the kinds and placement of stories.
2. Discuss the social responsibility of the press.
3. Find a few cases of sensationalism in the local press by comparing headlines and stories and then make a collage or poster.

(b) Interpretation

References: #9, p. 4-5

Objectives

After completing this topic students will be able to:

1. specify the differences between the reporting of just facts and the interpretation of these facts.

Sample Activities

1. Compare a topic covered in two different papers.

(c) Minorities

References: #9, p. 5-6

Objectives

After completing this topic students will be able to:

1. select areas where minority viewpoints are lacking.
2. list the employment areas of the newspaper industry where minority groups' representation is lacking.

Sample Activities

1. Determine if minority groups in your area get proper coverage with respect to content and opinion.

(d) Stereotypes

References: #9, p. 7

Objectives

After completing this topic students will be able to:

1. name various types of features and articles with respect to audience appeal and coverage that appear most often.
2. determine when certain types of features and articles are missing from the paper.
3. explain why the newspapers rely upon stereotype articles and features.

Sample Activities

1. Make a list of the major categories of articles in an issue of a newspaper with respect to coverage characteristics.

(e) Wire Services

References: #9, p. 6-7, #2, p. 60-62, #11, p. 12-13,

Objectives

After completing this topic students will be able to:

1. name the major wire services.
2. describe the various services that the wire agencies provide.
3. list the differences and similarities that exist among the wire services.

Sample Activities

1. Compare the same stories written by a wire service and a local reporter.
2. Get a carbon of a wire service for a day and see what news made the paper.
3. Find out what services the local paper uses.

(f) Influence of Advertisers

References: #9, p. 7-8, #17, p. 36-37.

Objectives

After completing this topic students will be able to:

1. describe the manner in which advertisers affect the coverage.

Sample Activities

1. Approximate the percentage of advertising in a local newspaper.

(g) Style

References: #17, p. 38-39

Objectives

After completing this topic students will be able to:

1. discuss the style of a newspaper from the viewpoints of:
proximity, personality, prominence, precision, pitch, polarization.

Sample Activities

1. Choose a staff writer from a local newspaper and examine his style.

(h) Slanting

References: #2, p. 56-57, #9, p. 8-9, #17, p. 40-41

Objectives

After completing this topic students will be able to:

1. compare and contrast conscious and unconscious slanting.
2. name and describe the techniques used for slanting.
3. describe the various press theories.

Sample Activities

1. Interview a member of a local paper and determine the press theory his paper follows.
2. Select an issue of a paper and choose items that are newsworthy and those that are not.

(1) Effect on Sales

References: #9, p. 9-10

Objectives

After completing this topic students will be able to:

1. describe the techniques of coverage and content used to sell newspapers.
2. identify coverage that interests and amuses from that which doesn't.

Sample Activities

1. Get a number of people to read an issue of a paper and to check off all that interested or amused them and then to compare their findings.

(j) Criticisms

References: #11, p. 15-19

Objectives

After completing this topic students will be able to:

1. list the various criticisms directed towards newspapers with respect to content and coverage.

Sample Activities

1. Choose an issue of a local newspaper and criticize it.

MAGAZINESHistory and Development

References: #6, p. 36-37

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the magazine industry.
2. explain how the historical pattern of events in the development of the magazine industry is responsible for some of its present characteristics.

Sample Activities

1. Inquire into the successes and failures of magazines in your area.

Personnel

References:

Objectives

After completing this topic students will be able to:

1. name the personnel involved in running a magazine business.
2. describe the work and responsibilities of the people involved in publishing a magazine.

Sample Activities

1. Inquire into the job of a freelance writer.

FacilitiesReferences:Objectives

After completing this topic students will be able to:

1. name and describe the main facilities needed for the efficient publishing of a magazine.

Sample Activities

1. Compare the facilities of a newspaper office with those of a magazine office.

CirculationReferences:Objectives

After completing this topic students will be able to:

1. describe the process by which magazines are circulated and distributed.
2. name and describe the factors which affect magazine circulation.

Sample Activities

1. Inquire at various newsstands about the sales figures for various magazines.
2. Visit local magazine stands and note any differences in display techniques.

Process and Workings

References: #2, p. 59, #3, p. 106, #6, p. 39

Objectives

After completing this topic students will be able to:

1. name and define the terms most frequently used in the magazine business.
2. describe the basic structure and working components of a magazine business.
3. name the steps used in putting together an issue of a magazine.

Sample Activities

1. Look at the list of credits of a number of magazines and compare the number and type of positions that are held by members of the newspaper staff.

Construction

References:

Objectives

After completing this topic students will be able to:

1. discuss format, type, and layout under the same objectives that were laid down for newspapers.
2. state any differences that exist for format, type and layout with respect to magazines and newspapers.
3. describe the part color and paper texture plays in the popularity of a magazine.
4. explain why the cover is one of the most important features of a magazine.

Sample Activities

1. Make a list of the characteristics you would like to find in the technical makeup of a magazine and then check the periodicals in the school media centre for these characteristics.
2. Form a magazine staff from your classmates and friends and decide on a name, audience, table of contents and cover for a magazine.

Local SceneReferences:

Objectives

After completing this topic students will be able to:

1. name the local magazines and their locations.
2. discuss the foregoing topics in this unit with respect to local magazines.

Sample Activities

1. Set up a display of local magazines in the media centre.

TELEVISIONHistory and Development

References: #6, p. 66, #9, p. 47-48

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the television industry.
2. explain how the historical pattern of events in the development of the television industry is responsible for some of its present characteristics.

Sample Activities

1. Compare the introduction of television in the various Provinces.

Personnel

References: #11, p. 120-131

Objectives

After completing this topic students will be able to:

1. name the personnel involved in operating a television station.
2. describe the work and responsibilities of the various people involved in the operation of a television station.

Sample Activities

1. Invite a director from a local television station in to describe employment positions and capabilities of personnel in various areas of production.

FacilitiesReferences:Objectives

After completing this topic students will be able to:

1. name and describe the main facilities needed for the efficient operation of a television station.

Sample Activities

1. Compile a list of equipment and facilities around the school needed to produce television programs.
2. Visit a local television station.

Process and Workings

References: #6, p. 66-68, #11, p. 120-131

Objectives

After completing this topic students will be able to:

1. name the most frequently used terms with respect to television broadcasting.
2. explain the meaning of the terms used in television broadcasting.
3. explain and describe the setup and day to day workings of a television station.
4. identify the steps that are used to produce a television program.

Sample Activities

1. Find out from a local station the work that is done by the make-up department.

2. Invite a television producer to talk to the class.
3. Videotape a class program.

Networks

References: #6, p. 18-23, #13, p. 231-232

Objectives

After completing this topic students will be able to:

1. name the major television networks.
2. explain the rationale behind the filling of a particular time slot.
3. describe the part networks play in the television industry.

Sample Activities

1. Find out what networks you get programs from in your area.

RADIOTypes of Programming

References: #3, p. 93-99, #6, p. 16-18, #9, p. 40-42,
#13, p. 172-174, #15, p. 109-112, #17, p. 86-88

Objectives

After completing this topic students will be able to:

1. list the types of radio programs that are being produced and their typical content.
2. list the types of listening audiences (that are present) and the typical programs they are interested in.
3. describe how programs are designed to entertain.
4. explain why certain programs advertise certain products.

Sample Activities

1. Analyze an evening's listening from the point of view of specialized audiences.
2. Make a survey of the school with respect to program listening.
3. Make a list of stations with frequency, name, and speciality in programming.

Recording Industry

References: #6, p. 51-52, #9, p. 37-40

Objectives

After completing this topic students will be able to:

1. explain the manner in which the recording industry relies upon the radio broadcasting industry.
2. list the major components of the recording industry.
3. list and describe the steps that go into making a successful record or album.

Sample Activities

1. Learn how the local stations acquire, store and choose the records they play.

Announcers

References: #6, p. 49, #10, p. 102-104,

Objectives

After completing this topic students will be able to:

1. list the different types of announcers and the type of audience they appeal to.
2. list the activities that are part of an announcer's job.
3. explain how the quality and success of a radio station is dependent upon the announcers.

Sample Activities

1. Describe the image portrayed by a local announcer on-air and then invite him to class. Compare his on-and off-air personality.

Types of Broadcast Stations

References: #2, p. 67-68, #9, p. 40-42, #15, p. 99-109

Objectives

After completing this topic students will be able to:

1. list the different types of broadcast stations.
2. describe the rationale behind each type of broadcast station.

3. describe the major workings of the different types of stations.

Sample Activities

1. Invite a producer in to discuss FM stereo.

Local Scene

References: #3, p. 48-49

Objectives

After completing this topic students will be able to:

1. discuss any of the topics in this unit with reference to the local radio stations.
2. name the local radio stations and their locations.

Sample Activities

1. In addition to regular stations find out if there are any private stations in your area.

FILMS AND MOVIESHistory and Development

References: #6, p. 57-59, #15, p. 55-72

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the film industry.
2. explain how the historical pattern of events in the development of the film industry is responsible for some of its present characteristics.

Sample Activities

1. Find out when the first movie was ever shown in your area and determine the theatres that have since existed.

Personnel

References: #17, p. 96-119

Objectives

After completing this topic students will be able to:

1. name the personnel involved in running a film-making group or company.
2. describe the work and responsibilities of the individuals involved in running a film company.

Sample Activities

1. Have someone from the National Film Board in to discuss the people involved in making films.

FacilitiesReferences:

86

Objectives

After completing this topic students will be able to:

1. name the facilities required for the operation of a film-making group or company.

2. describe the main facilities of a film-making group and their main purpose or functions.

Sample Activities

1. If there is a film unit in your area, visit their facilities.

Process and Workings

References: #6, p. 27-31, p. 62-65,

Objectives

After completing this topic students will be able to:

1. define the terms used in the entertainment world to discuss films.
2. define "first run theatre" and state its significance to the success of the film.
3. describe the process that brings the components of a film company together.
4. describe the steps that are used to make a movie or film.

Sample Activities

1. Find out how movies are chosen for the local theatres.
2. Produce a short film.

FinancialReferences:Objectives

After completing this topic students will be able to:

1. describe the relationship of a movie's success to the box office receipts.
2. determine how a movie or film is financed and explain the various means of support.

Sample Activities

1. Determine two movies that were equally successful and find out their budget.

Reviews

References: #10, p. 161-164,

Objectives

After completing this topic students will be able to:

1. select worthwhile films on the basis of movie or film reviews.
2. state the purpose of reviews.
3. distinguish between a credible review and a box office review.

Sample Activities

1. Read a review and then see the film and decide whether the review was useful or biased.

Ratings

References: #2, p. 64, #15, p. 73-75

Objectives

After completing this topic students will be able to:

1. describe the rating system used to rate the movies playing in their area.
2. discuss the merits and demerits of censorship.

Sample Activities

1. Interview someone on the city council on the topic of film censorship.

MEDIA RELATED TOPICSThe Underground Media

References: #6, p. 209-219

Objectives

After completing this topic students will be able to:

1. describe the reasons why each of the underground media exist.
2. explain the process by which the underground media are supported financially.
3. discuss the differences between the regular media form and its companion in the underground.

Sample Activities

1. Have students find examples of underground media in their area.

Media Heroes

References: #6, p. 173-197

Objectives

After completing this topic students will be able to:

1. describe how the various categories of characters portrayed in the media shape our aspirations.

Sample Activities

1. Construct a collage of media heroes.

Media Sponsored Attitudes

References: #6, p. 132-145

Objectives

After completing this topic students will be able to:

1. describe some of the attitudes that become popular with an individual or a group of individuals through the influence of the media.

Sample Activities

1. Describe an attitude that is prevalent today and how the media has fostered it.

GRADE ELEVEN

SPECIALIZED REFERENCE SOURCESIndexes

References: #16, p. 30-32

Objectives

After completing this topic students will be able to:

1. use the periodical index to find articles on particular topics.
2. describe the method used for abbreviations, arrangement, accumulating issues etc. for a periodical index.
3. name and explain two other indexes.
4. employ an index other than a periodical index to find some information.

Sample Activities

1. Find an article in a magazine by using the periodical guide.
2. Visit a university library and make a list of the indexes with a description of their subject coverage.

Government Documents

References: #16, p. 48-50

Objectives

After completing this topic students will be able to:

1. define the term government documents.
2. describe the classification system used by most libraries to classify government documents.
3. state the function of depository libraries.
4. explain the procedure of using the government documents section of a library.

Sample Activities

1. Acquire some government document material from the university library for examination.

Abstracts

References: #16, p. 50-51

Objectives

After completing this topic students will be able to:

1. describe the function of abstracts.
2. name five major abstracts.
3. employ the use of abstracts as a bibliographical source and as an index.
4. name the major advantages of abstracts.

Sample Activities

1. Visit the University Library.

8 mm FILMCamera Operation

References: #18, p. 83-84

Objectives

After completing this topic students will be able to:

1. operate an 8 mm film camera.
2. explain how an 8 mm film camera functions using the still camera as a comparison.

Sample Activities

1. Find some information on 16 mm photography.

Editing

References: #18, p. 97-98

Objectives

After completing this topic students will be able to:

1. explain the importance of the editing process in constructing a film.
2. demonstrate a working knowledge of editing techniques.

Sample Activities

1. Shoot and edit a small section of film.

Techniques of Shot Arrangement

References: #6, p. 253-262

Objectives

After completing this topic students will be able to:

1. describe how the shot is the basic unit of film.
2. explain the relationship of a number of shots to a sequence.
3. discuss the importance of the length and order of shots.
4. describe the effects that can be achieved by montage, cross-cutting, intercutting, flashbacks and flashforwards.

5. describe the effects that continuity have on the impression that the film leaves.

Sample Activities

1. From a week of television programming choose a program which used a particular shot arrangement technique and discuss its effect.

Techniques of Punctuating Films

References: #6, p. 262-263

Objectives

After completing this topic students will be able to:

1. discuss the importance of methods of moving from one sequence of shots to another.
2. explain how the techniques of cut, dissolve, fade-out, wipe, flip wipe and irfs are used to lead from one sequence to another.

Sample Activities

1. Try and develop or describe a film punctuation technique not yet mentioned.

Composition

References: #6, p. 263-267

Objectives

After completing this topic students will be able to:

1. discuss the importance of the actual composition of a shot.
2. describe the effect that a moving object or a moving camera has on the composition of a shot.
3. describe the effects of a panoramic shot, a swish-pan, a zoom, a tracking shot, dollying, a subjective camera, a low angle, and a high angle on the composition of a shot.
4. discuss the limitless methods that can be used to make films original, unique, and interesting.
5. explain the difference among the shots of varying distances from the camera and their overall effect on the film.

Sample Activities

1. Have students produce short 8 mm films about school activities and events.

Other Related TopicsReferences:Objectives

After completing this topic students will be able to:

1. discuss the areas of camera types, camera features, types of films etc. and other topics that were discussed in the unit on still photography.

Sample Activities

1. Investigate the filming techniques used by your local television station when preparing various types of programs.

MAGAZINESTypes of Magazines

References: #3, p. 106-114, #6, p. 74-84, #9, p. 14-28,
#10, p. 59-80

Objectives

After completing this topic students will be able to:

1. list the types of magazines available and their typical content.
2. categorize a particular magazine with a particular audience segment.
3. describe the features of a particular magazine category that make it appeal to a group of people.

Sample Activities

1. Categorize the magazines in the school media centre.

Outside Involvement(a) GovernmentReferences:Objectives

After completing this topic students will be able to:

1. describe the various aspects of government involvement in the magazine industry.

Sample Activities

1. Find some information on the part that government plays in the censorship of magazines and their articles.

(b) AdvertisingReferences:

Objectives

After completing this topic students will be able to:

1. describe the role of advertising in the magazine industry.

Sample Activities

1. Examine a magazine in your school media centre and determine the ratio of ads to content.
2. Examine a magazine for the similarity or dissimilarity of the audience towards which the ads are directed.

CoverageReferences:Objectives

After completing this topic students will be able to:

1. discuss the factors influencing coverage in the same manner that they applied to newspapers.

Sample Activities

1. Compare an issue of Time, Newsweek and Maclean's.

Magazines and NewspapersReferences:Objectives

After completing this topic students will be able to:

1. state the similarities and differences between magazines and newspapers.

Sample Activities

1. Find a number of publications that you find difficult to class as either newspaper or magazine.

TELEVISIONTypes of Stations

References: #6, p. 23-24, #9, p. 53-56

Objectives

After completing this topic students will be able to:

1. list the different types of broadcast stations.
2. describe the different types of broadcast stations and their workings.
3. explain the rationale behind each type of broadcast station.

Sample Activities

1. Invite someone in to discuss cable television from a technical and a programming viewpoint.

Outside Involvement

(a) Government

References: #9, p. 52, #15, p. 138-149, #17, p. 128-129

Objectives

After completing this topic students will be able to:

1. describe the various aspects of government involvement in the operation of a television station.

Sample Activities

1. Inquire into the functioning of the CRTC.

(b) Advertising

References: #6, p. 84-85, #9, p. 48, #17, p. 135-140

Objectives

After completing this topic students will be able to:

1. describe the role of advertising in the television industry.

Sample Activities

1. Calculate the percentage of time between 7 and 10 o'clock in the evening that is used for advertising on T.V.

2. Categorize the products advertised on TV in one hour segments from 4-11 o'clock P.M.

Types of Programming

References: #9, p. 48-51, #10, p. 124-138, #13, p. 235-237,
#17, p. 130-135, p. 141-153,

Objectives

After completing this topic students will be able to:

1. list the types of programs and their typical content.
2. categorize the television program with a particular class of viewers.
3. describe how programs are designed to entertain.
4. explain the rationale behind particular products being advertised on particular programs.
5. explain the rating systems for determining program popularity.

Sample Activities

1. Record the number of hours that each member of the family watches television and the type of program he watches.

2. Create a typical television program that fits into one of the categories.
3. Categorize an evening of viewing on a local channel.
4. Log the major networks' or local stations' programming for the prime time hours 7-11 P.M. and compare programs according to classification or type.

Local Scene

References:

Objectives

After completing this topic students will be able to:

1. discuss any of the topics in this unit with reference to the local television stations.

Sample Activities

1. Check to see if there are any television stations of any type in your locality that are not seen by the public regularly.

FILMS AND MOVIESInfluence on Outside Areas

References: #10, p. 165-170, #15, p. 75-77

Objectives

After completing this topic students will be able to:

1. discuss the effects of the movie industry on television.
2. discuss the effect of the movie or film business on education.
3. describe the major impacts of movies and films on our lives.

Sample Activities

1. Investigate the effect of television on movies around the time of the introduction to television and compare this with the increasing trend of actors turning to television.

Categories

References: #11, p. 83-96, #14, p. 79-85

Objectives

After completing this topic students will be able to:

1. name the various categories of movies and the typical content of each category.

Sample Activities

1. Either through reviews or viewing, categorize the films now playing in your area.

ConstructionReferences:Objectives

After completing this topic students will be able to:

1. discuss the appropriateness of a film title.

Sample Activities

1. Attend a current film and discuss the appropriateness of the title.

The Formula

References: #6, p. 73-74

Objectives

After completing this topic students will be able to:

1. describe the phrase "cashing in on a formula" in relation to film making.

Sample Activities

1. Try to come up with an initial film or movie and a number of movies that used the same formula.

Film Messages

References: #9, p. 60-65

Objectives

After completing this topic students will be able to:

1. describe a number of themes popular in the movie industry.

Sample Activities

1. What are the themes of the movies that seem to get held over for long periods of time in your area.

Critical Viewing

References: #13, p. 215-224,

Objectives

After completing this topic students will be able to:

1. describe the difference between viewing a movie for entertainment and viewing it critically.

2. explain the meaning of the terms: plot, theme, characterization, setting, sound etc. in relation to films.
3. distinguish between good and poor films on the basis of plot, theme, characterization, setting, sound, and authenticity.

Sample Activities

1. Participate in a film appreciation club.

ADVERTISINGHistory and Development

References: #6, p. 52-53

Objectives

After completing this topic students will be able to:

1. name the important events in the development of the advertising process.
2. explain how the historical pattern of events in the development of the advertising process is responsible for some of its present characteristics.

Sample Activities

1. Find out if there are any advertising firms in your locality and the type of services they offer.

Process and Workings

References: #6, p. 54-56, #10, p. 173-176, #12, p. 43
#15, p. 153-173

Objectives

After completing this topic students will be able to:

1. describe the process of creating an ad or a campaign.
2. explain the business and financial aspect of advertising.
3. describe the part consumer research plays in advertising.

Sample Activities

1. Given a budget, spend the money on advertising a product.
2. Solicit ads for a school newspaper.

Construction

References: #11, p. 55

Objectives

After completing this topic students will be able to:

1. describe the layout of a particular advertisement.
2. describe the sequence of presentation for an advertisement.

Sample Activities

1. Make up an ad for a fictitious object.
2. Design posters which advertise a product.
3. Make television and radio commercials.

Types

References: #10, p. 180-182, #12, p. 44-46

Objectives

After completing this topic students will be able to:

1. describe the various types of advertisements.

Sample Activities

1. Make a list of direct mail appeals in a week at any household.

Human Needs and Techniques

References: #6, p. 128-130, #9, p. 73-78, #10, p. 176-179,
#11, p. 41-55, p. 57-60, #12, p. 46-60,
#15, p. 173-176, #19, p. 79-89,

Objectives:

After completing this topic students will be able to:

1. describe how advertising is related to human needs.
2. explain the advertising techniques and how they relate to human needs.

Sample Activities

1. Analyze sporting events and the products advertised.
2. Visit the Better Business Bureau.
3. Visit a bank manager or credit union.
4. Call an individual some evening after telling him to watch a show and ask him what ads he remembers. Analyze this.

Outside Involvement(a) Government

References: #3, p. 76-81, #9, p. 78-79

Objectives

After completing this topic students will be able to:

1. list the main laws that are in existence to protect the consumer.
2. describe the various aspects of government involvement in advertising.

Sample Activities

1. Look into the developments in the banning of advertising on children's programs.

MEDIA RELATED TOPICSThe Future

References: #6, p. 277-281

Objectives

After completing this topic students will be able to:

1. describe some of the advances and improvements that can be expected in the various media in the near future.
2. discuss what the future holds in store with respect to media use and its importance in our everyday lives.

Sample Activities

1. Get students to describe a day in their lives around the year 2000.

Social Impact and Effect of Media

References: #2, p. 71-73

Objectives

After completing this topic students will be able to:

1. discuss the relationships among: social impact of the media, effects of media, media and human needs, and media sponsored attitudes.
2. discuss in general terms how our lives revolve around the various forms of media.
3. describe, explain and discuss some of Marshall McLuhan's thoughts on media impact.
4. discuss a number of media issues such as violence in the media and advertising directed toward children.

Sample Activities

1. Conduct a debate with the class on a controversial media issue.

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REFERENCES

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